



# *Fundamental Grammar*

*A Systematic Guide to English Grammar*

by shannon carroll bucko

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# *Dedication*

This book is fondly dedicated to the Claritas Classical Academy family: to the board and all the founding families, to my dear friends and partners in this shockingly demanding but incredibly fulfilling task of educating our children--thank you for the many hours of merriment and laughter as we conspired together. I look forward to many more. And to our children--may this book about English grammar be for you a tool in your pursuit of wisdom and virtue. As you walk the road to Biblical wisdom, may your study of language help make you lifelong lovers of learning, free and imaginative thinkers for God's glory, and well-spoken prophets for His Kingdom; may it in some small way help you bring blessing to others.

– *Shannon Bucko*

# Acknowledgments

You know you've joined the ranks of "grammar geek" when you spend hours analyzing a certain phrase in a sentence, emailing and texting with like-minded nerds about what the particular words are doing in that phrase, thinking about it as you sweep the kitchen floor, perusing grammar websites to find your answer... and you actually enjoy it. If you find it fun and exciting to sit in a grammar class with your kids and take apart sentences, parsing them and diagramming them for an hour and a half, you know you have joined that club. When the curriculum committee for Claritas Classical Academy struggled to find just the right English grammar program for our students--one that is scalable for multiple age groups, comprehensive, systematic, challenging, interesting, and even integrated with our history cycle--as a member of that committee, I began to wonder if I might be able to come up with one myself. After spending a few days looking at different resources and praying about it, and after sharing some of my ideas with Holly, our executive director, we decided I should at least make an attempt. I humbly set myself toward the task, knowing that I very well might fail, since I only recently entered this grammar-loving-and-studying stage of my life. But as my wise husband likes to remind me and our five children, "Good things don't happen unless you try." Such a simple proverb, but so true! I do not know yet if this will be a "good thing," but I do know that I have learned a ton. I am also fully aware of how much more I have to learn. G.K. Chesterton once said, "If something is really worth doing, it's worth doing badly!" That explains my reason for attempting this daunting endeavor. It also gives me encouragement as I take the risk of doing something so far above my own abilities. The project should have been done over the course of a year, if not more; I did it in three months. It will therefore most likely need a year's worth (if not more) of editing. We should probably offer a reward at the end of the year to the person who finds the most mistakes!

This venture is really a compilation. I acknowledge the assistance of several resources to produce this work. *Our Mother Tongue* by Nancy Wilson was a huge asset; *A Practical Grammar of the English Language* by Thos. W. Harvey, A.M. definitely came in handy at times; and *The Shurley Method: English Made Easy* were both used extensively for Unit III; Rod and Staff's *Building Securely: English 7* was indispensable for certain sections and for ideas for practice exercises, and *Grammar and Diagramming Sentences* by Gianni DeVincentis-Hayes, Ph.D was invaluable for diagramming help. I also used the websites "English Grammar Revolution: Grammar Made Easy" and "Grammar Girl: Quick and Dirty Tips For Better Writing" every now and then. "The Reed-Kellogg Diagrammer" site was extremely useful for the diagramming as well.

Thanks goes first to Holly Schrock. Thank you, Holly, for your dogged determination in getting Claritas off the ground, for believing in my ability to write this guide, for your constant encouragement, and for your ability to bring about what seemed unattainable. Thank you for everything.

Many thanks to Julie Dreher for infecting me with the grammar bug in the first place. As a “student” in her Essentials class for a year and half, her amazing teaching abilities, her love for language, and her infectious humor helped reel me in. She is truly a lifelong learner who ignites the love of learning in others. Julie also helped edit the book, provided us with the answers to the units 1 and 2 oral practice questions, and made herself instantly available to me to answer questions day after day as I worked through this material.

Abundant appreciation goes to Bekah Palmer as well for her tireless editing of text and format.

And thank you to our soaring aviator Marine Colonel, Jay Oberdorf, for his many hours of work checking the Unit III Supplement. He has proven himself yet again.

Special thanks also to Liz Nickish, my husband’s cousin, for being available at a moment’s notice by phone call or text, to help me think through the examination of a sentence or phrase for Unit III. Nice to have a grammarian in the family!

And of course I must shower gratitude upon my saintly husband and my long-suffering children. They did without me for huge chunks of this summer so that I could put in the hours needed to pull off this (mostly) self-imposed assignment. Scott’s loving leadership of our family and his constant sacrifice of time and labor made this task possible. Thank you to my best friend, for all your care and for sounding the rally cry when needed.

My oldest children, Mary Katherine and Jacob, babysat for countless hours, took over laundry and dishes, and perpetually tidied, swept, and made snacks, all summer long. They, with Maggie, unceasingly cheered me on and supported me. I even got a few much-needed and timely massages. Esther and Susie, confused as to exactly why mom had to work all summer, patiently endured my absences, to the best of their little ability. Thank you to my sweet children for all you do and are to me. Thank you for being my biggest fans. You are my inspiration and the ultimate motivation for this work. Thank you all.

This second edition merits some new appreciation. Joslyn Serfass worked copious hours to help scale the Guide and the Supplements for levels 1 and 2. We hope that this will be a more user-friendly version for the beginner and that it will help the parent to better know where to stop with a younger student (or older who is just starting out). She created less difficult exercises in the supplements for these students as well. Thank you Jos! Ali Valentine and Amy Spaulding worked on the Unit 3 oral practice and review answers, and Ali spent countless hours pouring over all the material--again--reviewing and editing, fixing all my mistakes! Amy entertained and fed my children every now and then, to give the older ones a break. Bekah, you continue to amaze. Again, my husband and my children endured the long hours. A sincere thank you to all of you; it really was a group effort!

# *Forward*

BY JULIE DREHER

We overuse the phrase "a labor of love," but when a group of parents get together to create a better education for their children, there really is no better description for their endeavor. I had the privilege of being part of the Claritas family in its infancy, so I consider myself qualified to say that this document represents countless hours of study, sacrifice, and devoted work by a group of the finest people I know.

I once heard Andrew Kern, a wise voice in classical Christian education, say that the facility of using language sets us apart from the animals -- it is evidence that we are indeed made in God's image. To take his point further, the act of teaching our children to use language well is an act of discipleship. Of course we see through a glass darkly, and our ability to use -- and teach -- language can never be perfect this side of heaven. But what a noble undertaking!

With this book, Shannon Bucko and the Claritas Classical Academy staff have contributed mightily to the cause. May their efforts, and the labors of all parents seeking to teach for wisdom and virtue, be blessed.

Julie Dreher

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# *Instructions for using this guide*

## WITH STUDENTS AT VARYING LEVELS:

1. Some sections and exercises are designated as either Level 1 or Level 2.
2. Level 1 is for the beginner (meant for about third grade and up)--the student just starting out with this program, or for the student who has had a year or two but is still not ready for Level 2.
3. Every student should begin with Level 1, and if that material is difficult or just enough, stop there.
4. If the Level 1 material is easy, if they move through with absolutely no trouble, they should try Level 2.
5. Where there is no designation of level, the material is for everyone, but even then, the child will understand what they are ready to understand. Do not worry if they don't comprehend everything!
6. As the parent-teacher, please use your discretion about where your student is or should be. If you know your student is ready to be challenged with more, even if he is in the fourth grade, certainly let him move forward.
7. It is important to note that this program is meant to be studied for multiple years, so if a child does not grasp a concept the first time through, shelve it because we will definitely revisit it again over and over during the year as well as the following year; when they are ready, they will understand.

# Unit I

## *Lesson 1* Parts of Speech

### WHAT ARE THE EIGHT PARTS OF SPEECH?

The English language is made up of many words -- we put those words together to form sentences. But what do we mean when we talk about “parts of speech?” Traditional grammar places words into eight different categories (or classes) according to what they do in a sentence. Each part of speech explains not what the word is, but how it is being used in a particular sentence. Each part of speech does a specific job in a sentence. In fact, a word might act as a noun in one sentence and a verb or an adjective in another.

**For example:**

We walk on the sidewalk.

In this sentence, the word *walk* is what we *do*; it is the action word so it is a verb (one of our “parts of speech”).

**However:**

After dinner, our family likes to go for a walk.

Now, the function of walk has changed from something we do, to something we like. It is a thing that is named so it is a noun (a noun is another “part of speech”).

---

Extra, Extra! Above, the noun *walk* is the object of the preposition *for* and part of the prepositional phrase *for a walk*. For a what? A walk. Later you will learn that nouns can have nine different jobs! The object of the preposition is just one of the nine jobs.

---

Let’s break down the phrase “parts of speech”: “Parts” means *divisions* and “speech” means *language*, so “parts of speech” just means *divisions of language*, and knowing the *parts of speech* helps us understand how different words are used.

*Parts of speech simply means  
“divisions of language.”*<sup>1</sup>

What exactly are the eight parts of speech? They are:



1. Nouns
2. Pronouns
3. Verbs
4. Adverbs
5. Conjunctions
6. Interjections
7. Prepositions
8. Adjectives

English was first spoken in England. But why is England called *England* and why is our language called *English*? The earliest inhabitants of England were called the *Britons*. They were a Celtic people who lived in southern England. The old Latin name for Britain is *Britannia*. In 55 B.C. the Roman general Julius Caesar invaded *Britannia*. Though it took almost 100 years to complete the conquest, for the next 400 years, Britain was a Roman province. Many Latin words were introduced to the British tongue during this time period, such as *wall* (from the Latin *vallum*), *street* (from the Latin *strata via* meaning paved way), and *mile* (from *milia passuum*, which means a thousand paces). When Rome began to fall to invading barbarians, the Roman soldiers were called home from Britain to help defend their own country. The Romans had abandoned Britain by A.D. 410; and in the middle of the 400's, warring Germanic peoples (the Jutes, Angles, and Saxons) invaded the defenseless country. The Britons were pushed into the northern and western parts of Britain. The Angles then settled in the central part of the country, and the land became known as *Angle-Land*. Later this became *England*, and the language spoken became *English*, which is the language we speak today. Did you know that about 60% of the English language comes from Latin? <sup>1</sup>

## Definitions of Parts of Speech

**The parts of speech and their definitions should be memorized.**

1. Noun: A NOUN is a word that names a person, place, thing, activity, or idea.
2. Pronoun: A PRONOUN is a word that replaces a noun in order to avoid repetition.
3. Verb: A VERB is a word that does an action, shows a state of being, links two words together, or helps another verb.
4. Adverb: An ADVERB modifies a verb, adjective, or another adverb and tells HOW, WHEN, WHERE, WHY, HOW OFTEN, TO WHAT EXTENT, and UNDER WHAT CONDITION.
5. Conjunction: CONJUNCTIONS are words used to connect words, phrases, or clauses together.
6. Interjection: An INTERJECTION is a word or phrase used to express sudden emotion or command. Ugh! Stop! Hallelujah!
7. Preposition: A PREPOSITION is a word used to show the relationship of a noun or pronoun to another word in the sentence. A preposition always has an object of the preposition. THE RABBIT GOES \_\_\_\_\_ THE FENCE.
8. Adjective: An ADJECTIVE describes or modifies nouns and pronouns.

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It is important to remember that the different parts of speech can be used in different ways in different sentences. We will learn them separately, but in reality, they are never isolated. Their roles change depending on the job they do in a particular sentence.

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## Lesson 2 Nouns And Pronouns

Nouns and pronouns are the “who” and the “what” of a sentence. These two parts of speech play major roles in our language, so we need to understand more than just their definitions. This lesson will give a basic framework for understanding nouns and pronouns and will help you understand important elements of sentence classification later in your study.

Nouns are the naming words. The word noun comes from the Latin word *nomen*, which means “name.”

*Note to parents: These definitions will be learned in the next six weeks. They are presented now for your reference.*

A NOUN names a person, place, thing, activity, or idea.

### Examples:

1. Jesus was tempted in the wilderness.

The word *Jesus* is the name of our Lord. The word *wilderness* names a place, the place where Jesus was tempted. These words name something, so they are classified as nouns.

2. God controls the history of the world.

The word *God* is the name of GOD (the One True God), the word *history* is the name of a thing (a field of study), and the word *world* is the name of a place (the planet on which we live).

3. Perfect love casts out all fear.

*Love* and *fear* are both names of *ideas*.

These words are also nouns.

### Here are two more:

Jacob plays baseball.

Maggie loves swimming.

*A noun is always the **name** of something. Noun means “name” in Latin.<sup>1</sup>*

In the sentences above, *Jacob* and *Maggie* are the names of *people*, so they are easily identified as **nouns**. *Baseball* and *swimming* are also nouns because they name *activities*. *Swimming* may sound like an action word (or a *verb*); however, because it is naming a *thing*, in this case an activity that Maggie loves, it is a noun.

## Oral Practice I

List two nouns for each category below.

1. Places you have visited or would like to visit.
2. Persons you have studied in history.
3. Things you use on a daily basis.
4. Your favorite subjects in school.
5. Some things you could sell at a yard sale.
6. Physical feelings (such as relaxation or pain).
7. Your favorite mode of transportation.
8. Mental feelings (such as sympathy).
9. Qualities you admire in a friend.
10. A job you might like to have when you grow up.



## Attributes of Nouns: Common Nouns and Proper Nouns

Words used to name a general, everyday (or nonspecific) class of things, persons, places, activities, or ideas are called *common nouns*. The word *common* means *general*. A common noun is not capitalized.

**Examples:** boy, street, artist, city

Words used to name specific, special (or particular) things, persons, places, activities, or ideas, distinguishing them from all others in the same class, are called *proper nouns*. *Proper* comes from the Latin word *proprius* which means *one's own*. A proper noun always begins with a capital letter.

**Examples:** Max, Baker Street, Rembrandt, Washington, D.C.

### **More examples:**

#### Common Nouns

Persons: teacher, woman, inventor

Places: city, school, park

Things: bridge, day, clock

#### Proper Nouns

Mr. Morse, Mother Goose, Thomas Edison

Philadelphia, Cave Spring High,  
Winston Park

The Brooklyn Bridge, Sunday, Big Ben

“Common” means *general* and “Proper” comes from the Latin *one's own*. 1

## Oral Practice II:

For each common noun below, think of a proper noun. Remember to capitalize!

1. ocean
2. restaurant
3. book
4. road
5. team
6. country
7. store
8. state
9. author
10. doctor



## (Level 2)

### Other Attributes of Nouns

**Concrete:** A concrete noun names a physical object that can be experienced with the five senses. It names anything in the physical world.

**Examples:** dog, tree, man

**Abstract:** An abstract noun names *concepts, qualities, or conditions*. They name any nonphysical thing. If it cannot be touched, felt, seen or tasted, it is probably an abstract noun.

**Examples:** love, freedom, fear

**Collective:** A collective noun names a group of things. They name collections of objects, animals, or people.

**Examples:** flock, family, audience

**Compound:** A compound noun is comprised of two or more words joined together.

**Examples:** homework, doghouse, doorknob

### **Oral Practice III**

(Level 1) Find the nouns in the sentences below and classify them as common or proper.

(Level 2) Find the nouns in the sentences below and classify them as common or proper, concrete or abstract, collective or compound.

1. The poet is Robert Louis Stevenson.
2. The disciples were discussing the concept of sacrifice.
3. The stray goose joined the gaggle.
4. Mimi needs a bookmark when she reads *The Hobbit*.
5. Benjamin's favorite beverage is chocolate milk.



R.L. Stevenson age 7



## More Attributes of Nouns: Number, Gender, Case

### Number: Singular or Plural

The *number* of a noun refers to how many things the noun names. If it names one thing, it is *singular*. If it names more than one thing, it is *plural*. When a singular noun is made plural, the verb in the sentence must be made plural as well.

### Gender: Masculine • Feminine • Common • Neuter

Nouns express one of these four *genders* in English.

1. When the noun refers to a male, it is *masculine*.

Examples: rooster, priest, brother, bull

2. When the noun refers to a female, it is *feminine*.

Examples: bride, nun, sister, princess

(Traditionally, cities, countries, ships and abstract nouns are considered *feminine*.)

3. When the noun could be referring to either male or female, it is *common*.

Examples: teacher, student, citizen

4. When the noun has no reference to either gender, it is *neuter*.

Examples: window, cloud, rain

The word *neuter* is from Latin meaning “neither,” so neuter is neither masculine nor feminine. <sup>1</sup>

## Case: Nominative • Objective • Possessive

### (Level 2)

The case of a noun is determined by its use in a sentence. Nouns are always related to other words in the sentence, so how they are related and what role they perform determines their case. This is where the nine jobs of nouns come in. They can be used as a subject, predicate nominative, direct object, indirect object, possessive, appositive, noun of direct address, object complement noun, or as an object of the preposition.

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The case of the noun indicates the relationship of the noun to other words in the sentence. 2

---

English nouns have three cases:

1. Nominative: When the noun is used as the *subject* of the sentence or the *predicate nominative*.

**Example:** Jesus is the Bread of Life. (*Jesus* is the subject noun.)  
Jesus is God. (*God* is the predicate nominative.)

2. Objective: When the noun is used as a *direct object*, *indirect object*, *object of the preposition*, or *object complement noun*.

**Example:** Jesus shed His blood. (*Blood* is the direct object.)

3. Possessive: When the noun is used as *possession*.

**Example:** Sam's painting is a masterpiece. (*Sam's* is a possessive proper noun adjective.)

The children's bedtime is 8:00. (*Children's* is a possessive noun adjective.)

*Modern English has only one relic of the old forms of different case endings: the **possessive**, where the 's is added to show ownership. Today the relation of the noun to other words in the sentence is shown by its position in the sentence. 1*

5. Declension: When we position the emphasis of nouns according to their case and number it is called *declension*. When a noun is declined it is arranged by case and number in a structured way.

**Example:** Declension of *sister*:

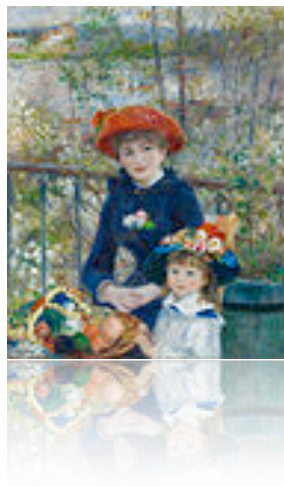
<u>Case</u>	<u>Singular</u>	<u>Plural</u>
<b>Nominative</b>	sister	sisters
<b>Objective</b>	sister	sisters
<b>Possessive</b>	sister's	sisters'

Notice that English nouns have the same form in both the *nominative* and *objective* cases. This is not the case in Latin and Greek. In English, *sister* is the same whether it is used in the nominative case (as the subject of the sentence) or in the objective case (as the object of the sentence). The only difference is in the possessive case: *sister's* and *sisters'*. (Pronouns have distinct forms for all the cases; this will come later.<sup>1</sup>)

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The declension of a noun is simply a structured way of presenting all the forms the noun can take, as organized by case and number.<sup>2</sup>

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## Pronouns

PRONOUNS are used in place of a noun in order to avoid repetition.

Sentences would be uninteresting and tedious if we did not have substitutes for nouns.

**For instance:** Daniel asked Jonathan for a copy of *The Hobbit*. Jonathan gave Daniel a copy of *The Hobbit*. Daniel read *The Hobbit*.

**Oral Practice IV** Come up with a better way to say the above sentences using some pronouns (*hint: he, it, him*)!

*The word pronoun comes from the Latin **pro nomen**, which means “for a name,” or “instead of a noun.” A pronoun stands for the person or thing it represents.*

Pronouns can be very confusing and complicated. If I walked up to you and asked, “Where is it?” how would you know what “it” is? “It” needs an *antecedent*. *The antecedent is the word the pronoun replaces or for which the pronoun stands.*<sup>1</sup> You would need to know that I was talking about the book I lent you and now cannot find. So *book* is the *antecedent* of “it.”

---

The Latin roots of antecedent are *ante*, which means before, and *cedere*, which means to go. So an antecedent is the word that “goes before” the pronoun.

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## Types of Pronouns

Like nouns, pronouns have many different ways they can be used in a sentence, so there are several different types of pronouns.

**a) Personal:** This kind of pronoun takes the place of a specific person or group of people.

There are several types of personal pronouns.

1) Nominative pronouns are used as the subject of the sentence.

**Example:** We say prayers everyday.

(I, you, he, she, it, we, you, they)

2) Objective pronouns are used as direct objects, indirect objects, and objects of the preposition.

**Example:** So God scattered them abroad upon the face of the earth.

(me, you, him, her, it, us, you, them)

3) Possessive pronouns are used to show ownership; they can be the subject, predicate adjective, direct object, or object of the preposition.

**Example:** Our hearts are Yours, O Lord.

(mine, yours, his, hers, its, yours, ours, theirs)

4) Possessive Pronoun Adjectives are used as modifiers and function as an adjective.

**Example:** That is her drawing.

(my, your, his, her, its, our, your, their)

*Pronouns always agree with their noun antecedent in number and gender. Example: **Mary** loves **Jesus**. **She** serves **Him** every day.*



5) **Reflexive** pronouns (also known as compound personal pronouns) are personal pronouns compounded with -self or -selves to show that the action of the verb is performed on its subject. Reflexive pronouns can be used as indirect objects, direct objects, objects of the preposition, or predicate nominatives.

**Example:** He was upset with himself.

(myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

Reflexive pronouns can also be used to show emphasis.

**Example:** I myself have seen the waterfall. She will do it herself.

**b) Relative:** A relative pronoun introduces an adjectival subordinate clause (a group of words that modifies a noun or pronoun) and relates it to the word it modifies.

**Example:** This is the house *that* Jack built.

(who, whom, whose, whoever, whomever, that, which, what, whatever)

**c) Demonstrative:** These pronouns point to something (or demonstrate something).

**Example:** *That* book is fiction. *This* one is non-fiction.

(this, that, these, those)



**d) Interrogative:** These pronouns are used in questions (& interrogations!) and represent something that is unknown.

**Example:** *Who* is the author of that book?

(who, whom, whose, which, what)

**e) Indefinite:** These types of pronouns refer to non-specific persons, things, activities, or ideas.

**Example:** *Some* books are non-fiction.

There are so many of these!

(anybody, anything, everybody, everyone, someone, something, no one, nothing, any, some, one, either, neither)

## Pronoun Properties

The properties of a pronoun are: *gender, person, number*, and *case*. The gender (male, female, or neuter), person (first, second, or third), and number (singular or plural) of a pronoun are *always* the same as those of its antecedent, but its case is determined by its place in the sentence or clause, or by the form of the word.<sup>2</sup>

### **There are three cases:**

1. **Nominative or Subjective Case:** When the pronoun is used as a subject or predicate nominative, it is in the *nominative* or *subjective* case.

**Example:** *She* read the book. (*She* is a subject pronoun.)

This is *she*. (*She* is the predicate nominative.)

2. **Objective Case:** When the pronoun is used as an object, indirect object, object of the preposition, or object complement noun, it is in the *objective* case.

**Example:** Eve read *it* too. (*It* is a direct object.)

3. **Possessive Case:** When the pronoun is used as a possessive pronoun adjective, a possessive pronoun, or a predicate adjective, it is in the *possessive* case.

**Example:** The book was *mine*.

*A **pronoun** never needs an apostrophe but has its own form to show possession.<sup>2</sup>*

## (Level 2)

**Extra! Extra! Using pronouns in elliptical clauses:** An elliptical clause is a clause that is implied but left out or not fully stated. When an elliptical clause begins with *than* or *as*, we must use the pronoun we would use if we were to finish the clause. *Examples:* Ben is taller *than I*. Ben is taller *than I (am)*. Maeve studies harder *than she*. Maeve studies harder *than she (does)*. Micah received a higher grade *than they*. Micah received a higher grade *than they (did)*.

**Oral Practice V (Level 1)** In the following passage from *Amelia Bedelia and the Surprise Shower* by Peggy Parish, find all the pronouns.

“There was a knock on the back door.

‘Coming, coming,’ called Amelia Bedelia. She opened the door.

‘Oh, it’s you, Cousin Alcolu,’ she said. ‘Do come in.’

‘Mrs. Rogers asked me to help out today,’ said Alcolu. ‘Is she having a party or something?’

‘Every Tuesday,’ said Amelia Bedelia, ‘some ladies get together. They just sew and talk. But today Miss Alma is in for a real surprise. Those other ladies are giving Miss Alma a shower!’

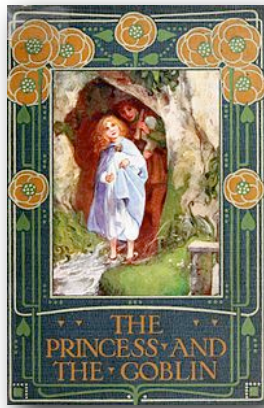
‘Now why would they do that to her?’ asked Alcolu. ‘Miss Alma is nice.’

‘I don’t know,’ said Amelia Bedelia. ‘She is about to get married. They should do something nice for her. She can give herself a shower.’

‘Your folks do have funny ways,’ said Alcolu.”

**Oral Practice V (Level 2)** In the following passage from *The Princess and the Goblin* by George McDonald, find all the pronouns and name their antecedents. More advanced students can determine which type of pronoun each one is, as well as its case, gender, and number.

“There was once a little princess whose father was king over a great country full of mountains and valleys. His palace was built upon one of the mountains, and was very grand and beautiful. The princess, whose name was Irene, was born there, but she was sent soon after her birth, because her mother was not very strong, to be brought up by country people in a large house, half castle, half farmhouse, on the side of another mountain, about half-way between its base and its peak.



The princess was a sweet little creature, and at the time my story begins was about eight years old, I think, but she got older very fast. Her face was fair and pretty with eyes like two bits of night sky, each with a star dissolved in the blue. Those eyes you would have thought must have known they came from there, so often were they turned up in that direction. The ceiling of her nursery was blue, with stars in it, as like the sky as they could make it. But I doubt if ever she saw the real sky with the stars in it, for a reason which I had better mention at once."

# Unit I: Rules of Composition

## CAPITALIZATION, PART 1

*Note to parents: Go over one or two of these rules each week during the first six weeks, and have your student do the exercises in the Grammar Supplement.*

1. Every sentence, line of poetry, and direct quotation begins with a capital letter:

### Examples:

Jesus said, "Be not afraid."

"We will pray," explained Father, "and then we will have dinner."

"Let us pray," proclaimed Father. "We are ready to eat dinner."

Cities and Thrones and Powers  
Stand in Time's eye,  
Almost as long as flowers,  
Which daily die." (Rudyard Kipling)

2. Remember to capitalize all proper nouns. If a proper noun contains more than one word, capitalize each important word.
  - a. We capitalize the names of specific persons, including initials and titles.

### 1) A title of respect (president, king, doctor)

**Examples:** President Obama, King Agrippa, Dr. White

Becca went to see Dr. White for her broken arm.

Becca went to see the doctor for her broken arm.

**2) A word that shows relationship (*mother, grandfather, aunt, brother*) when used as part of a name. It is also proper when it is used instead of an actual name, but not when it comes after a possessive pronoun like *my, our, or her*.**

### Examples:

Did Mother say that we are going to see Grandpa and Uncle Pat?

Did my mother say that we are going to see our grandpa and uncle?



b. We capitalize names of God and words referring to the Bible or to parts of the Bible.

**Examples:** the Messiah, Jesus Christ, the Word of God, the Scriptures, Jehovah, the New Testament, the Almighty, the Lord

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When words like *god* or *lord* are used and they refer to idols or people they are not capitalized. For instance, the gods of the Greeks or the lords of the Philistines.

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c. We capitalize titles of books, newspapers, magazines, stories, poems, and songs. Capitalize the first word, last word, and every important word in the title. Do not capitalize articles, conjunctions, or prepositions of fewer than four letters unless it is the first or last word.

**Examples:** *The Lord of the Rings*, *The Princess and the Goblin*, *Mr. Popper's Penguins*, *Christianity Today*, *The Wall Street Journal*, "Pied Beauty," "America the Beautiful"

d. Names of geographical features or locations such as countries, states, cities, mountains, rivers, deserts, oceans, continents, lakes, and regions.

**Examples:** Philadelphia, Pennsylvania, Europe, England, Nile River, Pacific Ocean, Lake Champlain, Sea of Galilee, Jerusalem, Syria, Lake Victoria, Vancouver Island, India, South America, Mount Sinai, Middle Atlantic States

**\*When words like *south* or *northwest* are used, they are not proper nouns when they name directions; when they refer to a geographical region or are part of the name, they are capitalized. The word "the" precedes the directional name when used as a proper noun and is not capitalized.**

**Examples:**

Wise men came from the East.

Scott's cousins live in the Pacific Northwest.

We travel south on Interstate 95 to get to Hilton Head.

The Mississippi River is west of Kentucky.

e. Names of parks, historic sites, and historic events, eras, and documents.

**Examples:** the Exodus, Ancient Times, Middle Ages, Civil War, Glacier National Park, Mayflower Compact, Declaration of Independence

f. Names of groups, nationalities, organizations, churches, schools, stores, and branches of civil government. Articles, conjunctions, and prepositions are treated the same as in titles of books, poems, etc.

**Examples:** American Red Cross, Department of Education, Proclamation Presbyterian Church, Claritas Classical Academy, Anderson's Country Store

g. Names of specific ships, airplanes, trains, buildings, and monuments.

**Examples:** the Washington Monument, the Jefferson Memorial, the Intrepid, the Mayflower, the Voyager, St. Paul's Cathedral, the Colosseum, Flying Scotsman

h. Brand names. Remember to capitalize only the specific brand name and not any common noun that may follow it.

**Examples:** Apple products, Bic pens, Kitchen Aid appliances, John Deere tractors

i. Names of school subjects derived from proper nouns. Most school subjects are common nouns and are not capitalized. If a subject name includes a word derived from a proper noun along with a common noun, do not capitalize the common noun.

**Examples:** English, American history, Bible

**Not capitalized:** math, spelling, reading

j. Calendar items such as months, days of the week, and holidays. The names of the four seasons are not capitalized.

**Examples:** January, Sunday, Christmas, Easter

**Not capitalized:** spring, summer, fall, winter

### 3. I and O are capitalized when written as words.

You are familiar with the pronoun I, but the word “O” is not as common. It is used mainly in poetry and in archaic language such as the King James Bible. Do not confuse “O” and “Oh.” “Oh” is an interjection and is only capitalized when it begins a sentence. “O” is a solemn appeal to someone, and it is always followed by a noun of direct address. “Oh” needs to be followed by a comma but “O” does not.

**Examples:** “Shout, O daughter of Zion.”

“O for a thousand tongues to sing

My great Redeemer’s praise,”



\*All punctuation rules footnote: 4

# Answers to Unit I Oral Practice Exercises

## Lesson 2 Answers

### **Oral Exercise I:**

1. Clarks Summit, St. Francisville
2. Charlemagne, Eleanor of Aquitaine
3. Toothbrush, toilet
4. Grammar, ballroom dancing
5. Lava lamp, macramé plant hanger
6. Restless, exhausted
7. Walking, skateboarding
8. Anticipation, grief
9. Patience, loyalty
10. Alligator wrangler, wild boar trapper

### **Oral Exercise II:**

1. Indian Ocean
2. Magnolia Café
3. Norms and Nobility
4. Hilltop Road
5. LSU Tigers
6. Qatar
7. Weavers Way Food Co-op
8. Louisiana
9. Rod Dreher
10. Dr. Quinn

### **Oral Exercise III:**

1. poet – common, concrete; Robert Louis Stevenson – proper, concrete
2. disciples – common, concrete; concept – common, abstract; sacrifice – common, abstract
3. goose – common, concrete; gaggle – common, concrete, collective
4. Mimi – proper, concrete; bookmark – common, concrete, compound; The Hobbit – proper, concrete
5. Benjamin's – (this is actually a proper noun adjective) proper, concrete; beverage – common, concrete; juice – common, concrete

### **Oral Exercise IV:**

Daniel asked Jonathan for a copy of *The Hobbit*. *He* gave Daniel a copy of *it*. Daniel read *it*.

## Oral Exercise V (Level 1--may not identify all the indefinite pronouns, but they are marked for parents.)

'There was a knock on the back door.

'Coming, coming,' called Amelia Bedelia. She opened the door.

'Oh, it's you, Cousin Alcolu,' she said. 'Do come in.'

'Mrs. Rogers asked me to help out today,' said Alcolu. 'Is she having a party or something?'

'Every Tuesday,' said Amelia Bedelia, 'some ladies get together. They just sew and talk. But today Miss Alma is in for a real surprise. Those other ladies are giving Miss Alma a shower!'

'Now why would they do that to her?' asked Alcolu. 'Miss Alma is nice.'

'I don't know,' said Amelia Bedelia. 'She is about to get married. They should do something nice for her. She can give herself a shower.'

'Your folks do have funny ways,' said Alcolu.'

## Oral Exercise V (Level 2)

pronoun	antecedent	case	gender	number
Whose	Princess	Possessive	Feminine	singular
His	father	Possessive	Masculine	Singular
Whose	Princess	Possessive	Feminine	Singular
There	Palace	N/A	Neuter	Singular
She	Princess	Nominative	Feminine	Singular
Her	Princess	Possessive	Feminine	Singular
Her	Princess	Possessive	Feminine	Singular
Its	Mountain	Possessive	Neuter	Singular
Its	Mountain	Possessive	Neuter	Singular
My	author	Possessive	Masculine	Singular
I	author	Nominative	Masculine	Singular
She	Princess	nominative	Feminine	Singular
Her	Princess	Possessive	Feminine	Singular
Each	Eyes	Nominative	Neuter	Singular
Those	Eyes	Nominative	Neuter	Plural
You	Reader	Nominative	Common	Singular
They	eyes	Nominative	Neuter	Plural
There	Sky	N/A	Neuter	Singular
They	Eyes	Nominative	Neuter	Plural
That	Direction	N/A	Neuter	Singular
Her	Princess	Possessive	Feminine	Singular
It	Ceiling	Objective	Neuter	Singular
They	[painters]	Nominative	Neuter	Plural
It	Ceiling	Objective	Neuter	Singular
I	author	Nominative	Masculine	Singular
She	Princess	Nominative	Feminine	Singular
It	Sky	Objective	Neuter	Singular
Which	Reason	Nominative	Neuter	Singular
I	author	Nominative	Masculine	Singular

## Lesson 3 Answers

### **Oral Exercise I:**

1. Classical, underachieving
2. Fuchsia, conversion
3. Tapioca, iridescent
4. Nasturtium, one
5. His, that
6. Their, wrinkly
7. Topiary, the
8. Silver, whose

## More Practice II (Level I):

Adjective	Noun modifying
the	light
the	moon
a	egg
little	egg
a	leaf
One	morning
Sunday	morning
the	sun
warm	sun
the	egg
a	caterpillar
tiny	caterpillar
hungry	caterpillar
some	food
one	apple
hungry	he
two	pears
hungry	he
The	day
next	day
the	caterpillar
one	leaf
nice	leaf
green	leaf
better	he
hungry	he
a	caterpillar
little	caterpillar
a	caterpillar
big	caterpillar
fat	caterpillar
a	house
small	house
a	cocoon
two	weeks
a	hole
the	cocoon
his	way
a	butterfly
beautiful	butterfly

## More Practice II (Level 2)

Adjective	Noun modifying	Possessive pronoun adjectives? Proper adjectives?
The	Hobbits	
Of the Shire	hobbits	
The	Shire	
These	Tales	
Their	Peace, prosperity	Possessive pronoun adjective
Of their peace and prosperity	days	
A	folk	
Merry	Folk	
Bright	Colors	
Their	Feet	Possessive pronoun adjective
tough	Soles	
Leathery	Soles	
A	Hair	
Thick	Hair	
Curling	Hair	
The	Hair	
Their	Heads	Possessive pronoun adjective
Of their heads	hair	
Brown	Hair	
The	Craft	
Only	Craft	
Long	Fingers	
Skillful	Fingers	
Many	Things	
other	Things	
Useful	Things	
Comely	Things	
Their	Faces	Possessive pronoun adjective
A	Rule	
Good-natured	Faces	
Beautiful	Faces	
Broad	Faces	
Bright-eyed	Faces	
Red-cheeked	Faces	
Apt to laughter; and to eating and drinking	Mouths	
Simple	Jests	
Six	Meals	
A	Day	
Hospitable	They	



## Lesson 4 Answers

### Oral Exercise I:

1. Airplanes fly above us.
2. The wind whistles through the trees.
3. The tree drops leaves on the ground.
4. The baseball player scored a home run.
5. The poet crumpled his paper into a ball.
6. The scientist discovered Flubber.
7. Columbus sailed the ocean blue.

### Oral Exercise II (Level I)

<u>verb/verb phrase</u>	<u>verb type</u>
sat	intransitive
jumped	intransitive
said	transitive
will be	helping/ intransitive
will want	helping/transitive
must get	helping/transitive
said	transitive
will be	intransitive
went	intransitive
jumped, jumped...	intransitive
came	intransitive
is	linking
said	transitive
looked, looked	intransitive
did (not) see	helping/transitive
looked	intransitive
did (not) see	helping/transitive
will go	helping/ intransitive
look	intransitive
went	intransitive

## Oral Exercise II (Level 2)

<u>verb/verb phrase</u>	<u>verb type</u>
had grown	helping/linking
was	linking
seemed	linking
would be	helping/linking
went	intransitive
would know	helping/transitive
wished	transitive
were	linking
was	linking
had	transitive
had brought	helping/transitive
sat/wrote	intransitive/ transitive
was addressed	helping/ intransitive
had	transitive
could cure	helping/transitive
would	intransitive
was	linking
wrote	transitive
is	linking
do know	helping/transitive
have	transitive
is failing	intransitive

have done	helping
have wondered	transitive
is suffering	intransitive
is	linking
ails	transitive
am shipping	transitive
may keep	transitive
is	linking
may get on	intransitive
is	linking
came	intransitive

## Oral Exercise III:

1. Mary Katherine definitely read a few J.K. Rowling books.
2. Roscoe slept happily in Maggie's lap.
3. Jacob joyfully ran to home plate.
4. Esther blew on her pizza to cool it off.
5. Susie politely asked her mother for a cookie.

## Oral Exercise III (modifying adjectives)

1. It's not too windy to go hiking today.
2. I'd be much more comfortable on the couch.
3. Penn's Landing is horribly crowded on the Fourth of July.
4. The club's lobby was exceedingly grand.

**More Practice (Level 1--may not identify the phrasal adverbs, but they are marked for parents.)**

1. Nutkin and all the other squirrels went down to the edge of the lake.
2. They took three fat mice as a present for Old Brown and put them down upon his door-step.
3. "Nutkin was excessively impertinent in his manners."
4. They sailed away home in the evening.
5. Nutkin danced up and down tickling old Mr. Brown with a nettle and sang annoyingly.
6. Mr. Brown suddenly woke up and carried the mole into his house.
7. "Presently a little thread of blue smoke from a wood fire came up from the top of the tree."
8. The squirrels got up very early on the third day.
9. "Each beetle was wrapped up carefully in a dock-leaf."
10. They came back very cautiously and saw Old Brown sitting quite still with his eyes closed, as if nothing had happened.

**More Practice (Level 2)**

down	only
on a large stone	then
out	perhaps
to think this out	only
to him	now
like a riddle	in the moon or somewhere
never	never
much	again
at riddles	then
very	in the moon
there	face downwards
at first	all the time
up	cautiously
then	up
perhaps	about him

## Lesson 6 Answers

### Oral Practice I (Level 1)

Preposition	Object of the Preposition
by	barn
in	field
on	barn
down in	throats
on	hoe
in	field
of	corn

### Oral Practice I (Level 2)

Preposition	Object
to	you
by	this
for	one another

Preposition	Object
to	margin
from	pavement
with	pain
on	arm
with	eyes
in	picture
thro'	tears
with	care
on	knee
o'er	shoulders
thro'	place

## Unit II

# The Sentence

To be clearly understood in both speech and writing and to be able to communicate well, we must arrange our words in a logical manner. Syntax is the way words are arranged to make correct sentences, and it includes the rules of composition.

“Syntax” means “sentence- making.” In this unit we shall discuss the different components of proper sentence construction, cover each kind of sentence, and show how sentences are classified according to purpose, structure, and pattern.

## *Lesson 7* Five Parts of a Sentence

A SENTENCE is a combination of words expressing a complete thought.

**A sentence must have these five parts:**

1. Capital letter: Every sentence must begin with a capital letter.
2. Subject: This is the naming part of the sentence; something is being asserted or stated about this part. It is always a noun or pronoun.  
The SUBJECT is that part of which we speak.
3. Verb: This is also called the predicate. It is the word or words that assert or state something about the subject.  
The PREDICATE is that part which expresses what is being said about the subject.
4. Complete sense: Every sentence must make complete sense by having a complete thought, or it is not a sentence. If it does not make sense, it is a phrase or a subordinate clause and is therefore a fragment if by itself.
5. End mark: Sentences need to have an end mark for completion. End marks are periods (.), question marks (?), or exclamation points (!).

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A *fragment* is a group of words that does not express a complete thought.

**Examples:** Daniel and his three friends. When Jesus came into the world.

**Correct:** Daniel and his three friends trusted God. When Jesus came into the world, the Romans were in power.

A *run-on error* results from writing two or more sentences together as one.

**Example:** We went to the pool today it was so much fun!

**Correct:** We went to the pool today. It was so much fun!

A *comma splice* results from writing two or more sentences together as one, separating them only by a comma or commas.

**Example:** We went to the pool today, it was so much fun!

**Correct:** We went to the pool today. It was so much fun! or We went to the pool today; it was so much fun!

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**Oral Practice I** Make changes to the below examples to create a proper sentence.

1. The sky is dark
2. how are you feeling
3. I think Esther: is ill
4. the students read eagerly.
5. With all your heart.
6. we went camping it was such a great trip.
7. Rejoice in the Lord
8. We are so happy you came
9. the wind blew relentlessly
10. It's so hot outside, I can barely stand it.



## Lesson 8 The Subject and the Predicate

In Lesson 1 you learned that a sentence is a group of words that expresses a complete thought. To express a complete thought, a sentence must include two main parts: the *complete subject* and the *complete predicate*.<sup>4</sup>

### The SUBJECT...

... of a sentence is that part of which we speak.

The subject of the sentence tells who or what is doing the action or being something. Usually the subject comes first in the sentence and is the **TOPIC** of the sentence. You can easily find the subject by identifying the verb and asking who or what about it.

**Another way to define the subject is to say it is the noun or pronoun that is *doing* the action of the verb or that is *being* something.**

#### **Examples:**

Elise rides her bike. First, find the verb (rides). Now ask, “who rides?” The answer is “Elise,” so “Elise” is the subject. Elise is the person about whom we are speaking.

**This is how we label the subject (when we begin to find all the parts of a sentence we will need to label the parts): Because Elise is the *subject* and a *noun*, we write SN (Subject Noun) over the word Elise.**

SN  
Elise rides her bike.

#### **Here is another example:**

Isla cut her hair. Find the verb (cut). Now ask, “Who cut?” The answer is “Isla,” so Isla is the subject. Isla is the person about whom we are speaking. Isla is doing the action of the verb - “Isla cut.”

Now we need to label the subject. Isla is both the subject and a noun.

<sup>SN</sup>  
Isla cut her hair.

Here is another example with a pronoun functioning as the subject:

She sings. First, find the verb (sings). Now ask, “Who sings?” The answer is “She,” so “She” is the subject. “She” is the person about whom we are speaking and is doing the action of the verb (sings): “She sings.”

Now we need to label the subject. Because “she” is a pronoun, not a noun, we label it SP (Subject Pronoun).

<sup>SP</sup>  
She sings.

Compound Subjects: Sometimes we have more than one thing or person about which or whom we are speaking.

**Such as:** Dogs and cats live in that house.

This is called a compound subject and we label it like this:

<sup>SN</sup>  
Dogs and cats live in that house.

The *simple subject* is the main part of the *complete subject*. It is normally a single noun or pronoun. It can, however, also be a compound noun or a noun phrase. Every word in a proper noun phrase, such as a name or a title, is part of the simple subject. This includes words that are not capitalized.<sup>4</sup>

**Examples:**

The road is dark at night.

Winston Road is dark at night.

This book is a riveting tale about mistaken identities and shocking revelations.

The Woman in White is a riveting tale about mistaken identities and shocking revelations.

The Red-tailed Hawk is a majestic bird of prey.

This is a majestic bird of prey.



The simple subject is often modified by adjectives. These modifiers may be words, phrases, or clauses. The simple subject, plus all of its modifiers, make the *complete subject*.

In the following examples, the simple subject is *dahlias*. Notice that some sentences have modifiers and they, with the word *dahlias*, are the *complete subject*.

**Examples:**

Dahlias grow best in moist, well-drained soil. (no modifiers)

The bright, beautiful dahlias are a specimen in the garden. (*The, bright, and beautiful* are all adjectival modifiers and are part of the complete subject.)

The dahlias on the counter are for you. (*The* is an article modifier and *on the counter* is an adjectival phrase. They all make up the complete subject.)

The dahlias that we planted have grown well this year. (*That we planted* is an adjective clause.)

\* It is important to remember that the subject of a sentence is never found in a prepositional phrase. Sometimes, the logical choice for the subject might appear to be the object of the preposition. The subject, however, can never ever be in a prepositional phrase.<sup>4</sup>

**Examples:**

This cup of coffee is warm and delicious. (What is warm and delicious? The *cup* or the *coffee*? Both make sense but since *coffee* is the object of the preposition *of*, the subject must be *cup*.)

A glass of iced tea is much needed on this hot day. (What is much needed? The *glass* or the *tea*? *Iced tea* sounds sensible, but *tea* is the object of the preposition so the simple subject must be the *glass* which holds the iced tea.

Also, do not assume the subject is at the beginning of the sentence. Sometimes it is hiding in the middle or at the end of a sentence.

**For instance:**

When the storm stopped, we walked to the store. (subject=we)

Where do mangoes grow? (subject=mangoes)

Across the field and down the path ran the deer. (subject=deer)

Sometimes the subject can be understood or implied. It is not a word in the sentence, but its presence is assumed. This is always the case in imperative (command or request) sentences.

**Examples:**

(You) Take Thatcher for a walk.

(You) Water the plants.

(You) Hear my prayer, O Lord.

(You) Do your homework.

In the following passage from Psalm 102, the person being spoken to, *Lord*, is identified in the first verse, but we understand “(You) Lord” to be the subject of the passage. So *You* is the implied subject of every sentence.

“Hear my prayer, O Lord;  
let my cry come to you!  
Do not hide your face from me  
in the day of my distress!  
Incline your ear to me;  
answer me speedily in the day  
when I call!”



**Oral Practice I** Supply the missing subject in each sentence. Use a pronoun every now and then. Try adding some modifiers.

1. \_\_\_\_\_rolled in the mud.
2. \_\_\_\_\_will obey.
3. \_\_\_\_\_read all day.
4. \_\_\_\_\_sailed across the world.
5. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_are known as the patriarchs.
6. \_\_\_\_\_built an altar to God.
7. \_\_\_\_\_and \_\_\_\_\_love chocolate and coffee.
8. \_\_\_\_\_are my favorite flowers.
9. \_\_\_\_\_pitched the entire game.
10. \_\_\_\_\_planted a vegetable garden this year.



## The PREDICATE...

...of a sentence is that part which expresses what is being said about the subject.

**The PREDICATE:** Every sentence needs more than just a subject. Remember that a complete sentence must contain both a subject and a verb. Another word for the verb of the sentence is the predicate. The predicate of the sentence tells us what the subject is doing, asserting, or being.

The word predicate comes from the Latin word *praedicatum* and is related to the word *preach*. Therefore, it is the part of the sentence that is doing the “preaching.” We learned in Lesson 1 that the verb is the life of the sentence. |

In most sentences the predicate immediately follows the subject. But note that the predicate can be much more than the verb. For example, the verb could be “is,” but then there could be 20 words after it that are in the predicate part of the sentence but are not verbs. You can easily identify the predicate by finding the verb and all the words associated with it.

### Examples:

Flowers bloom. What is being said about *flowers*? They *bloom*. So, *bloom* is the action of flowers and is the verb (and the predicate) of the sentence.

**We label the verb in the sentence with a V over it.**

V  
Flowers bloom.

Birds sing. What do *birds* do? They *sing*. So *sing* is the action of *birds* and is the predicate of the sentence.

V  
Birds sing.

**Predicates and verbs also tell us what a person or thing is.**

He is tired. Here, the word *is* joins or links *He* and *tired*. *Is* is a linking verb. We can say, “He = tired” which tells us that *is* is a linking verb.

V  
He is tired.

Now, based on what we learned in the previous part of this lesson about how we label the subjects, we can label both the subject and the verb in all of these examples.

SN                  V  
Flowers bloom.

SN                  V  
Birds sing.

SP                  V  
He is tired.

As we found that there can be compound and complete subjects, similarly a sentence may have more than one action or state of being. We call this a *compound verb* or a *compound predicate*.

### Such as:

Peter Rabbit moaned and groaned. Who *moaned and groaned*? Peter Rabbit, subject noun. What is being said about Peter Rabbit? He *moaned and groaned*, so *moaned and groaned* is the compound verb.

SN                                  V  
Peter Rabbit moaned and groaned.

SN                                  V  
The shepherds came and worshipped.



The *simple predicate* is the main part of the *complete predicate*. The complete predicate includes the verb and any modifiers and/or direct objects.

### Examples:

Joseph drew this picture. (The verb, or the simple predicate, is *drew* but the complete predicate is *drew this picture*.)

I will obey.

I will obey my parents.

I will obey my parents with a cheerful heart.

I will obey my parents with a cheerful heart right away.

The simple subject and the simple predicate are the two most important parts of a sentence. They make up the *sentence skeleton*.<sup>4</sup> Modifiers and complements are often added to create a more interesting sentence or add clarification.

**Examples:**

Mercy | wrote. (skeleton)

Mercy | wrote the letter to Kalyn. (skeleton with modifiers)

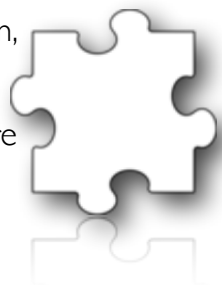
Horses | ran. (skeleton)

Exquisite horses | ran across the vast field. (skeleton with modifiers)

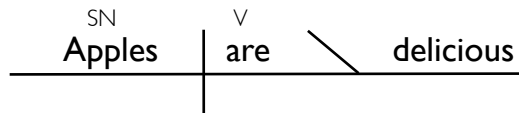
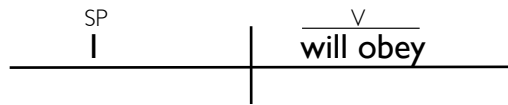
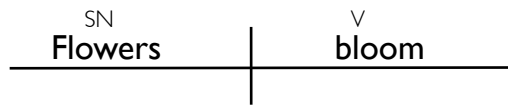
To find the skeleton of the sentence, ignore all the modifiers and find the simple subject (the noun or pronoun doing the action or being something) and the simple predicate (the verb, what the subject is doing or being).



Knowing the parts of speech and how they interconnect and work in a sentence will help us become better communicators. By underlining and labeling the parts of a sentence, we analyze the words and examine the function of each word. Another way to do this is to diagram the sentence(s). As we study different parts of the sentence, we will diagram them. Diagramming is a lot like working a jigsaw puzzle. Just as the pieces of a puzzle go together according to shape or structure, sentence diagramming helps us look at a sentence and determine what structures go together to give a picture of a particular thought. Every word fits together to communicate a particular idea.<sup>5</sup> We have learned what the subject and the predicate are and how to label them; now we can begin diagramming them. Just as a solver of puzzles knows that it is best to start with the frame, so it is true with those who diagram sentences. It is best to start diagramming with the backbone (the skeleton!) of the sentence: the simple subject and simple predicate. These are the two primary components of any sentence. They form the backbone or the frame of every unit of communication.<sup>5</sup> When we diagram, the complete subject is always on the left and the complete predicate is always on the right. The subject and predicate sit on a horizontal line and are separated by a vertical line which passes through the horizontal base.

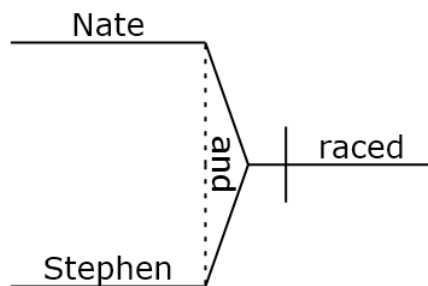


Examples:

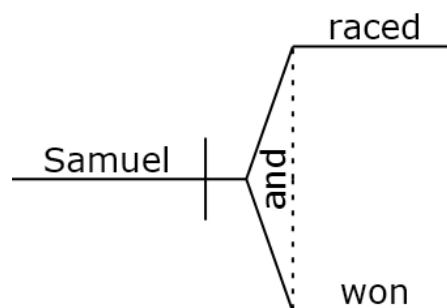


Notice how we diagram compound subjects and compound predicates:

Nate and Stephen raced.



Samuel raced and won.



**Oral Practice II** Identify the complete subject and the complete predicate in each sentence.

1. Our new songbooks are on the shelves.
2. The majestic birds soared above our heads.
3. This tasty herb is called lemon verbena.
4. The Appalachian Trail runs from Maine to Georgia.
5. Uncle Joe weeds his garden everyday.

**Now identify the skeleton in each sentence.**

1. This ice cream tastes delectable.
2. The frisky kittens playfully nipped at each other.
3. Where did Margaret get her new hat?
4. Madeline felt awful after eating the crab apples.
5. Every good and perfect gift comes from God.

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Another important component of a sentence is a *complement*. Complements are “*completers*.” A complement is part of the predicate and completes the meaning of the subject and verb. Complements include: *direct objects, indirect objects, object complement nouns, object complement adjectives, predicate nominatives, and predicate adjectives*. We will learn more about complements in Lesson 11.

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## Lesson 20 SN-Vt-IO-DO and The Principal Parts of a Verb

In this lesson we will study the SN-Vt-IO-DO pattern and review the compound-complex structure as well as the other three structures and verb anatomy.

The predicate modified by an indirect object:

The *indirect object* is another type of complement. It is a noun or pronoun that is found between the subject and the direct object. It tells *to whom*, *for whom*, *to what*, or *for what* (2 & 4!) the action of the verb is done. It *indirectly* receives the action of the verb. In order to have an indirect object, a sentence must have a direct object.

### Examples:

I gave the *kids* lunch. (I gave the kids what? *lunch* To whom? *kids*)

Mr. Morse sent the *students* their semester grades. (Mr. Morse sent what? *grades* To whom? *students*)

She gave the *school* new desks. (She gave what? *desks* To what? *school*)

**Oral Practice:** Find the indirect objects in the following sentences.

1. I poured myself some coffee.
2. We sent the college her transcript.
3. Nathan gave the mail carrier his letter.
4. Mrs. Schrock gives her baby a bath.
5. Please hand me a napkin.